DOCUMENT RESUME

ED 300 998 EC 211 295

AUTHOR Haim, Ytje Politiek
TITLE Innovative Educational Activities for Disabled and Gifted Students. Selected Projects from the Minigrant Program.
INSTITUTION Foundation for Exceptional Children, Reston, Va.
PUB DATE 87
NOTE 72p.
AVAILABLE FROM Foundation for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($4.00).
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Curriculum Development; *Disabilities; *Educational Innovation; Educational Technology; Elementary Secondary Education; *Gifted; *Grants; Interpersonal Competence; Job Training; Parent Education; Parent Workshops; Philanthropic Foundations; Preschool Education; *Program Descriptions; *Teaching Methods

ABSTRACT

Described is a selection of the 1981-1985 awards given by the Foundation for Exceptional Children's Bill Geer Minigrant Award Program, which supports the creation of innovative educational activities to benefit handicapped or gifted students from preschool through secondary levels. For each grant, information provided includes: project director, location, duration, population, problem, project, outcome, and product, if appropriate. In the category of education of handicapped children and youth, 12 grants are described, including a preschool enrichment program, day camp for learning-disabled students, summer speech/language program for rural children, art program, and program to develop agri-horticulture skills. Nine awards are included in gifted education, for a math fair, a study of William Shakespeare, holography, original research skills, Saturday seminars, genealogical research, etc. A job training project and social skills development project received funding in the category of careers and independent living skills. Parents were the target group of several projects dealing with parent-child relationships, improving oral communication, speech therapy, and behavior management. Parent workshop projects focused on parent-child communications, total communication, decreasing the isolation of rural parents, utilizing available resources, etc. In the category of educational technology, an active stimulation program and a project to adapt reconstructive equipment are described. (JDD)

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INNOVATIVE EDUCATIONAL ACTIVITIES FOR DISABLED AND GIFTED STUDENTS

Selected Projects From
The Minigrant Program
Of The
Foundation For Exceptional Children

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INNOVATIVE EDUCATIONAL ACTIVITIES FOR DISABLED AND GIFTED STUDENTS

Summarized by Ytje Politiek Haim

The Foundation for Exceptional Children is deeply grateful to The Max and Victoria Dreyfus Foundation and to Union Carbide, Inc. for their contributions to the Minigrant Award Program. Union Carbide also funded the production and distribution of this booklet.

Because of their support, thousands of handicapped and gifted children have benefited.

1987

PREFACE

Since 1976 the Foundation for Exceptional Children's Bill Geer Minigrant Award Program has supported and encouraged the creation of innovative educational activities of benefit to handicapped or gifted students from pre-school through secondary levels. Awards of up to $500 are provided to educators for implementation of projects they have described within proposals submitted to the Minigrant Program.
For awards, made in the 1981-85 period, the Foundation solicited project applications which addressed the following priority areas:

- Preschool programs for handicapped or gifted children,
- Elementary or secondary level programs for handicapped or gifted children,
- Innovative programs which utilize educational technology (including microcomputers) to enhance the education of handicapped children and youth,
- Programs which serve handicapped adolescents, particularly in career education, social living skills, or job training
- Elementary or secondary level projects for handicapped or gifted students in science, math, humanities, or physical education,
- Parent Workshops and Employment Education and Training which foster greater understanding between parents and their handicapped children, which promote cooperative parent/school relationships, or which prepare handicapped youth for employment.

Seventy-three minigrants were awarded to support projects in the United States, in 1981-85. This booklet describes a selection of those projects which serve as examples of creative and successful educational programs for exceptional students.

It is our hope that the projects described in this publication will be adopted for use by other educators, and that more teachers will be encouraged to develop innovative educational activities which meet the needs of handicapped or gifted students.

To request an application for a Foundation for Exceptional Children Minigrant Award, send a self-addressed stamped envelop to:

Bill Geer Minigrant Award Program
Foundation for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Table of Contents

1 EDUCATION OF HANDICAPPED CHILDREN AND YOUTH

Elementary Level
* Project P.E.P.: Preschool Enrichment Program 1
* Early Start 2
* Project GOLD - Graduation of the Learning Disabled 3
* Camp Mountwiew - Day Camp for Learning Disabled Children 4
* Everyone's a Star ! 5
* Sumner Speech and Language Program for Rural Children: Maintenance of Skills through Practice at Home 8

K - 12
* Therapeutic Sumner Play Group 9
* Improved Parent-Child-School Success through Video Cassette Aid 10
* Jewish Culture Club for Developmentally Disabled Children 11
* Artists in Special Education Program 12

Secondary Level
* 4-H for Fun 14
* Agri-Horticulture as Related to Skill Development with Retarded Students 15

2 EDUCATION OF GIFTED CHILDREN AND YOUTH

Elementary level
* Parkrose Family Math Fair 17
* Study of Shakespeare and Visit to "School Days" 18
* Holography in the Classroom 20
* Through Gifted Eyes 21

K - 12
* Developing and Implementing an Instructional Program to Teach Original Research Skills 23
* Saturday Seminars 24

Secondary level
* Gifted Program 26
* "City Camp" - an Introduction to Boston 27
* I've Got a Name 28

3 CAREERS, INDEPENDENT LIVING SKILLS, OR EMPLOYMENT

Secondary level

* Low Incidence Job Training Project 29
* Redevelopment of Social Skills through Positive Peer Group Program 31

4 PARENTS AND THEIR HANDICAPPED CHILDREN

Elementary Level

* PASS - Parents as Support Services 34
* ONE-TO-ONE : Child-Parent Play Relationships 36
* P.A.C.T.- Parents and Children Together 37
* Parent Workshops in Puppetry to Increase Oral Communication with the Child 38
* Help Your Child Talk 40
* Behavioral Management Workshops for Parents of Hearing Impaired Children. 42
* Project PASS (Parents Assisting Speech Therapy) 43

Secondary level

* "Who Says Parenting Doesn't Pay?" 44

5 PARENT WORKSHOP PROJECTS

Elementary Level

* Fostering Positive Parent-Child Communications 46
* Early Intervention Program 47

K - 12

* Living Room Workshop 49
* Meeting the Challenge 50
* Handicapped Film Festival 51
* A Helping Hand 52
* Workshops for Fathers of Handicapped Young Children . . 54
* Working It out Together 55
* Extended Learning Project for Gifted Second and Third Graders 56
* Total Communication : a Parent Workshop 58

Secondary Level

* Reaching out with Student Volunteers 59

6 EDUCATIONAL TECHNOLOGY

K - 12

* Active Stimulation Program for
Severely and Profoundly Retarded Children 61
* Project REACH
(Reconstructive Equipment Adaptations for Children) . . 63

EDUCATION OF HANDICAPPED CHILDREN AND YOUTH

PROJECT P.E.P.: PRESCHOOL ENRICHMENT PROGRAM

Project Director : *Ms. Vicki Stayton*
Location : *Department of Special Education*
Murray State University
Murray, KY 42071
(502) 762-2446
Duration : *June'82 - July'83*

Population: Nine (9) Trainable Mentally Handicapped and Severe/Profound students between the ages of 3 and 8 in the West Kentucky area were enrolled in this summer program at Murray State University. The same children and their parents were also involved in the summer parent program PACT : Parents and Children Together.

Problem : For this population there are no summer programs provided by any of the local systems, nor by Murray State University. Therefore, the progress made by these children during the school year is often lost because they do not receive the consistent, structured program that a school setting affords.

Project : The Project PEP : Preschool Enrichment Program, provided a six weeks summer program, utilizing environmental education instructional approaches. The students attended the program four times per week, from 9:00 AM to 12:00 noon.
Two university students helped with assessing the children and wrote and implemented IEP's, assisted with parents meetings, and analyzed needs assessment.

Outcome : The summer program provided for maintenance of skills during the nine month program, as well as the opportunity to learn new skills.
It also provided the only practicum site of this kind for students of the university.
The PEP-project was set up in conjunction with the PACT-project. Together they provided for a parent support system that now can be consistent throughout the school year as well as through the summer.

EARLY START

Project Director : Ms.Jan Goodheart
Location : Clarkston School District
Box 72
Clarkston, WA 99403
(509) 758-2531
Duration : August - September '82

Population: The project included 16 first and second grade developmentally delayed and learning disabled students identified as achieving at most two-thirds of their expectancies in reading and math. All of them had histories of easy distractibility and poor on-task behavior.

Problem : While all students regress during summer school vacation, handicapped students lose a greater portion of their academic gains during this time.
It also takes them longer to adjust to the routine of a new school year, which delays these students even further in their academic learning.

Project : Ms.Jan Goodheart, Resource Room Teacher, set up a program that would enable the students to slowly get adjusted to every-day school life again, two weeks prior to commencement of school.
After the parents gave a written approval for the participation of their child, the Project Director designed a program that included individual lessons to help students regain math and reading skills, as well as behavior modification techniques appropriate for the acquisition of those skills. The program consisted of ten two-hour sessions of instructions.

Outcome : Fifteen of the sixteen students behaved comparable to regular first and second grade students when school commenced and their tested academic growth was at least one month.
The project was so successful that the district budgeted for the program to be implemented again the following August. Parental response to the project was very enthusiastic.

PROJECT GOLD - GRADUATION OF THE LEARNING DISABLED

Project Director : Ms.Joyce DeWolfe
Location : Trumbull Public Schools
6264 Main Street
Trumbull, CT 06611
(203) 268-1595
Duration : July'82 - June'83

Population: Eighteen seniors in Trumbull Public Schools identified as learning disabled prior to 1982 and who were eligible for graduation between September 1982 and June 1983, were able to profit from this project.

Problem : Although students may have been identified as learning disabled early in their educational career, and although appropriate modifications and remediations may have been provided throughout their education, learning disabled students ultimately must make appropriate career choices so that they may become productive members of society.

Project : Toward that end, the School Psychologist Ms.Joyce DeWolfe, set up a project to assist the students in post-graduation plans regarding their careers.
Students were offered interest/aptitude testing, DVR testing or an update on intelligence and achievement testing. Interest and (dis)ability with possible plans for post graduate educations or jobs were discussed with the students with the help of these test results. For those who were interested, individual appointments with the Career Center were made. The staff was provided with a handbook of information regarding post graduate alternatives for the LD student as well as recommendations for specific students.
Career counseling meetings were held to assist students with their application to appropriate educational institutions, agencies or jobs.

Outcome : Additional outcomes of the project were:
1. A handbook of information regarding post graduate alternatives for the LD student was "sold" (non-profit) at the Connecticut Association for Children w/Learning Disabilities (CACLD) Conference in November 1982.
2. A mechanism to duplicate the career planning process was established. The process has been internalized and was in use in 1983-84.
3. Trumbull was represented on the State committee for the first Exposition and Workshops for Post Secondary Options for the LD student.

CAMP MOUNTVIEW - DAY CAMP FOR LEARNING DISABLED CHILDREN

Project Director : Ms.Susan E.Nemeth & Ms.Anne Alderman
Location : Central Ohio Association for Children & Adults with Learning Disabilities
4776 Bourke Road
Columbus, OH 43229
(614) 436-1154
Duration : August 8-20 1983

Population: The camp could accommodate thirty (30) LD children from 6-12: ten children each in the 6-7 age group, in the 8-9 age group, and in the 10-12 age group.

Problem : It is the experience of the Association that the children's skills regress over the summer months. Additionally, many of the children need assistance with social and recreational skill development.

Project : Ms.Susan E.Nemeth, Education Specialist, organized a two week day camp, with hours from 9:00 AM to 5:30 PM Monday through Friday. The last day there was an overnight to conclude the program.
Objectives of the camp were:

#1 Improve motor skills, through:
Arts and crafts, swimming, sports program, computer classes, and a obstacle course. [The obstacle course dramatically improved motor skills]

#2 Improve verbal skills, through:
Arts and crafts, tutoring, and small group experiences.

#3 Improve academic skills, by means of:
Tutoring, small group experiences and computer.

#4 Develop academic motivation, through:
Tutoring, small group experiences and computer.

#5 Participate in new learning experiences, through:
Field trips, small group experiences, computer class, and sleep-over.
[There were many successes with first time experiences, especially with the computer classes and the sleep-over]

#6 Develop better social skills, through:
Arts and crafts, swimming, sports, small group experiences, and field trips.

#7 Encourage friendships, through:
All the activities.
[The campers were very enthusiastic. They plan on having a "reunion"]

Outcome : It was the consensus of the camp staff that Camp Mountview was very successful, and would be repeated the following year.
A few recommended changes would be for more computer time and a slightly shorter day.
The camp enabled each child who attended not only to review academic material, but also to gain more self-confidence in himself/herself as a unique and special person.

EVERYONE'S A STAR !

Project Director : Ms.Joan Robinson
Location : Creative Theatre Unlimited (CTU)
33 Mercer Street
Princeton, NJ 08540
(609) 924-3489
Duration : November'82 - December'83

Population: Twenty four (24) exceptional children with delays and disorders in language and speech development (some from moderately to severely neurologically impaired) took part in the program. Their ages range from 4-9.

Problem : The children at the Rock Brook School in Blawenburg, New Jersey are struggling to develop the ability to communicate; and because of their speech disorders and consequent learning disabilities, they have little self-confidence and low self-awareness.
Burdened by the mental and physical labors of words, they have never been free to give flight to their imaginations. Because of limited finances and staff, drama is the most neglected art in their school curriculum; and yet it is one of the most engaging teaching tools one can employ to provide avenues for verbal and non-verbal expression.

Project : A. For each of the three classes of the school, CTU's head actor/teacher, Joan Robinson, conducted two classroom workshops in theatre arts, using pantomime, sound effects, improvisation, and acting out stories. Pantomiming walking through a park while frightened or excited and saying one's name as if tired or sad are examples of exercises that add a whole new dimension to a child's perception. The children were encouraged to use the theatre experience as stimuli for their own ideas and as tools through which to improvise characters and structure their ideas and stories.

B. Ms. Robinson led a two-hour participatory workshop "How To Nurture Your Child's Creativity" with the parents of the children to demonstrate creative drama activities that can be done at home together with the family, to insure that the children have a chance to carry over at home what they have learned in the project.

C. For the teachers there was one two-hour hands-on workshop, "Using Drama As A Teaching Tool". The teachers were furnished with techniques to integrate drama into the curriculum using activities that can be done easily, within short periods of time, and with no expense.

D. Midway in the program, the group visited the CTU studio in Princeton where they saw a full-length performance by CTU's Troupe and participated in mime, sound effects, and improvisations. Afterwards, the audience dipped into barrels of costumes and wigs to become characters of their imaginations, played with the actors, and "Everyone was a Star".

A teacher's handbook with pre and post performance classroom activities was provided.

Outcome : Rock Brook School and Creative Theatre Unlimited believe that the "Everyone's A Star" project can serve as a model not only as a creative drama program for handicapped children but as a program that inspires continued active involvement in coordinated activity by children, parents, and teachers.
An observation helpful to artists assisting teachers of handicapped children:
The teachers frequently wanted to know specifics, such as: "Was the child's response appropriate?" Their job, after all, is in part to help the child react and behave as normally as possible. So, they were eager to understand the freedom of dramatic expression and became comfortable with it. Drama gives children a chance to try out different reactions - to experiment for life. It is important for children to have a time that removes judgments of appropriate and inappropriate. It was reassuring for the adults to learn that these children's responses were not essentially different from "normal" children in similar drama activities.

SUMNER SPEECH AND LANGUAGE PROGRAM FOR RURAL CHILDREN: MAINTENANCE OF SKILLS THROUGH PRACTICE AT HOME

Project Director : Ms.Nancy L.Hall
Location : Caledonia North Supervisory Union
P.O.Box 107
Lyndonville, VT 05851
(802) 626-5525
Duration : June - August '82

Population: Twenty five children with articulation, language and hearing problems and their parents were served in the speech and language home program.

Problem : Many of the children could benefit from more frequent, short training sessions during the week, during which they could either practice or review their skills again. Unfortunately, however, the number of children enrolled in speech and hearing services in the district makes it impossible for each child to have a session every day.
An important part of learning new communication skills is to gradually begin using them in the daily conversations at home. This is where parents can play a very important role in their child's therapy process.

Project : The thrust of the program was to provide parents with some basic training in presenting simple speech-language lessons to their children at home, plus providing practice materials (pictures, worksheets, games, etc.) for use at home, on a loaner basis.
This program complemented/supplemented direct therapy services which were provided by the Speech-Language Pathologist during the summer, and was aimed at increasing practice frequency, increasing family involvement in the remediation process, and promoting carry over. It encouraged children to 'hang on' to skills acquired during therapy sessions, reduced the need for extensive therapy sessions during the school year and made practice times enjoyable and effective at home.
The children were scheduled for daily practice with their parents at home. Parents filled out tally sheets to record performance, and the therapist monitored the children's progress as well. The parents presented approximately 105 lessons to their children at home.

Outcome : Nearly all parents showed gains in their performance and understanding of the techniques of the speech and language lessons that they gave to their children.
All parents were pleased and satisfied with the performance of their children at home.
One of the parents noted that she did not realize before how many words the family doesn't use at home, and a father admitted that he started to accept his child more as a part of the family.

THERAPEUTIC SUMMER PLAY GROUP

Project Director : Ms.Bette Cochefski
Location : Hartford Easter Seal
Rehabilitation Center
80 Coventry Street
Hartford, CT 06112
(203) 243-9741
Duration : July - August 1983

Population: The population served consisted of physically disabled children and children with language deficits-ages three through six and seven through twelve. Two separate groups were established running in consecutive months: the 3-6 year old group had 28 children, the 7-12 year old group operated with 20 children.

Problem : A need existed in the Hartford Community for a therapeutic and recreational program for physically disabled children. School age children who receive direct service in other settings do not always have a continuum of care over the summer. Skill levels decrease and functional gains diminish between school terms.

Project : The primary objective of the program was to facilitate the carry over of gains made in individual therapy to functional skills in a small group setting.
The children were provided with a recreational program that incorporated the opportunity to experience and participate in language stimulation and fine and gross motor activities through a variety of creative crafts, cooking tasks, musical activities, and participation sports.
In the area of mobility, the ability to go to the play group area, to move from one activity site to another, and to participate in gross motor activities were stressed.
In the area of self care, they worked on toileting, ability to change into bathing suit, ability during snacktime and cleanup time, development of refinement of writing skills, and on enhancing perceptual motor development through fine and gross motor activities.
In the area of communication, the importance of appropriate communications with peers and adults, and the ability to attend to, comprehend and follow directions were paid attention to.

Outcome : This summer program was great!

IMPROVED PARENT-CHILD-SCHOOL SUCCESS THROUGH VIDEO CASSETTE AID

Project Director : Mr.Max G.Powell
Location : Wood County Schools
13th and Plum Street
Parkersburg, WV 26101
(304) 422-8411
Duration : August'83 - Indefinite

Population: Twenty students and their parents, ranging in age from three to twenty-three years old, were served. Exceptionalities involved: severely, profoundly handicapped; trainable mentally retarded; physically handicapped and multiple handicapped.
The criteria for selection of the students were:
a) non verbal students
b) students receiving physical therapy and speech therapy
c) students with severe behavior problems.

Problem : There was a need for a source of communication with parents and students as to non-verbal techniques, behavior management techniques, and physical and speech therapy procedures.

Project : Mr.Max Powell, Principal for two Special Education Schools, wanted to address this need by purchasing a video cassette recording system that would enable the staff and the parents to work together on the development of the handicapped student.
A Media Specialist provided inservice training for the staff. One staff member was sent to Marietta, Ohio for an extended inservice session on advanced use of video cassette recorders.
Four workshops were held for the parents on use of the system and the benefits to them and their child; to illustrate specific techniques of P.T., S.T., B.D. persons, and Multi-media Aide; on home visits; and for the parent evaluation of the project.
Benefits resulting from the project:
1. The video tape was used to assist with increased knowledge of student progress at the parent-teacher Conferences.
2. It was intended to expand in home and outside school use of the video-tape unit to help in modifying in-appropriate behaviors. It was used to tape students on the bus coming to school and returning home.
3. Video tapes of student situations were used in State Conference Presentations by staff who were invited to present programs to educators form all over West Virginia.

Video unit was also used with school, county and regional inservice programs to train teachers and aides.

4. With the permission of the parents, video tapes were made available for constructive use by parent groups, teacher or professional groups, outside agencies, etc.

Outcome : Many, many things were made possible through the purchase of this video-tape unit!

JEWISH CULTURE CLUB FOR DEVELOPMENTALLY DISABLED CHILDREN

Project Director : Ms.Roberta Weinstein-Cohen
Location : Central Queens YM & YWHA
67-09 108th Street
Forest Hills, NY 11375
(212) 268-5011
Duration : October'84 - June'85

Population: Eight to thirteen (8-13) year old Jewish Educable Mentally Retarded and Trainable Mentally Retarded children, as well as those with physical disabilities, were accepted for the program.

Problem : Synagogues generally run Jewish education programs but not for the "special needs" populations. As a result, the "Y" has stepped in to fill this gap; to educate retarded Jewish children about their own cultural and religious heritage & traditions.

Project : Ms.Roberta Weinstein-Cohen, Outreach Worker at the "Y", set up a program that familiarized these young children with the richness of their history, holidays, prayers and customs as Jews.
The children learned to sing songs, to identify objects, and to participate in family rituals.

Outcome : This program filled a major gap in the area of special education for Jewish children.
It enabled the children to take their place as an equal member of the family, and to participate in family religious events. In addition, the child was now able to assume his or her rightful place as an active member of the Jewish community, and to participate in communal activities.

ARTISTS IN SPECIAL EDUCATION PROGRAM

Project Director : *Ms.Anne E.Cassidy*
Location : *Very Special Arts Kentucky*
Kentucky Coalition for Career
and Leisure Development
366 Waller Avenue, Suite 119
Lexington, KY 40504
(606) 278-4712
Duration : *August'84 - November'84*

Population: All handicapped children and youth in two rural areas in Kentucky were eligible to participate in the program.

Problem : Full and equal participation opportunities in community and state arts events are often not available or denied to many handicapped students because of their disability. But art and music lay within the child's creative ability and is very rewarding to them.
Mentally and physically handicapped children may have feelings of isolation and feel inferior and withdrawn. Creative activity has the effect of releasing emotional tensions and opens the way for freer mental development.

Project : In the fall of 1984, Very Special Arts Kentucky conducted five Very Special Arts Festival (VSAF) throughout Kentucky for over 1,500 handicapped children and youth. A major goal of Kentucky's 1984 VSAF Program was to provide total accessibility to the arts for those handicapped students living in smaller, remote communities with many of the same arts experiences as their peers residing in larger cities. One of these experiences was the "artists in residency" program whereby artists from larger metropolitan areas shared their talents and skills with these students.
The goal of the program was to demonstrate the impact of the arts on enhancing the basic learning skills of all handicapped children and youth.
Two schools were selected and four artists were contracted.

To start the program an orientation session was held with artists and classroom teachers. Originally a training session was to be conducted, but the participants determined this not to be necessary.

During the one week program the students had the opportunity to work with and learn from artists on a one-to-one basis:

* In one of the schools the children were taught the meanings of melody, rhythm, and the musical scale, and the implementation of those aspects of music. Rhythm instruments were made and found, and the children were taught how to play a song on the Appalachian dulcimer. Songs, stories, and other aspects of a primitive "play party" were experienced.
* In the other school one musician showed the children many instruments he plays and let the children play on them. They all sang and danced. The artist showed them how to play bones and let the students try for themselves.

Because of unexpected conflicts with participating school systems scheduling in the Very Special Arts Festival was not possible. However, at the conclusion of the residency programs students performed skills they learned in school assemblies instead.

Outcome : The children loved the program. For weeks after the program terminated the teachers would hear the children talk about rhythm, melody, dulcimer and bones. The program increased the support and commitment of educators and parents to include arts experiences as an integral part of every handicapped student's educational program.

4-H FOR FUN

Project Director : Mr.David Hegner
Location : Newton High School
44 Ryerson Avenue
Newton, NJ 07860
(201) 383-1900
Duration : September'84 - June'85

Population: Twelve Trainable Mentally Handicapped (TMH) High School students, ranging in age from 16 to 20, were served.

Problem : High School TMH students need to be involved with activities in the community. Part of their school program is going out into the community to the library the store, etc. Yet, the community does not offer the class organized activities to participate in.

Project : The students registered for the Sussex County Farm and Horse Show. They would exhibit the rabbits they raised themselves.
The project started out with the construction of cages, feeders, storage bins and other equipment that were needed.
The students joined the local 4-H club and got instruction from local pet authorities. The books on rabbits from the library were also very helpful. By now the students were ready to raise their own rabbits. They would daily change water bottles, feed trays and waste trays.
In August everyone was ready to participate in the Farm and Horse show.

Outcome : One of the students won the Best of Show with her rabbit. This means that her rabbit was judged the very best out of ALL other competitors - about 120!
The class intends to do their own breeding to keep the project going for years.

AGRI-HORTICULTURE AS RELATED TO SKILL DEVELOPMENT WITH RETARDED STUDENTS

Project Director : Mr.Thomas L.Henry/ Mr.Terrence L.Riley
Location : Franklin County Specials Education Center
2397 Loop Road
Chamberburg, PA 17201
(717) 263-2700
Duration : September'81 - May'83

Population: Twelve to twenty one year old Trainable Mentally Retarded Students who attend the Franklin County Special Education Center could profit from this Bill Geer Minigrant Award.

Problem : Many jobs available to these students are in some way related to agriculture or horticulture because the Special Education Center is located in a rural area.

Project : Mr.Thomas Henry, Diversified Occupations Coordinator, implemented the project as it was designed by his predecessor Mr.Terrence Riley.

The idea was to build a solar greenhouse in the school's courtyard. The Joint School Committee was so enthusiastic about this idea that it wanted to extend on the original idea and build a working and teaching pre-fab unit instead. The money of the Grant was used as starter monies. Due to the severe general budget problems, the project implementation had to be delayed till the next Spring.
As the greenhouse project got off the ground, the students got hands-on experience in the following fields:

a) Basic carpentry such as measuring and cutting pieces to size, framing structures, constructing benches and shelves,
b) Starting and growing various plants in a greenhouse,
c) Planning and preparing an outdoor garden and then transferring plants from the greenhouse to the garden for cultivation, care and harvesting.
d) Experience in aesthetic horticulture by transferring ornamental plants to areas around the school building.
e) Experience in basic principles of solar energy use in a greenhouse.

In these ways the students were provided with a foundation of training that is vocationally appropriate to the local geographic area.

Outcome : Parents and interested persons formed an advisory committee to assist with the project. Close to $4000 was raised.
A vocational instructor was appointed who will coordinate the classroom instruction regarding the greenhouse.
"The Grant received from the Foundation Exceptional Children was instrumental in turning the goals into a much needed instructional medium."

EDUCATION OF GIFTED CHILDREN AND YOUTH

PARKROSE FAMILY MATH FAIR

Project Director : Ms. Virginia H. Anderson
Ms. Kathryn A. Porterfiel
Location : Parkrose Gifted and Talented Program
8678 NE Sumner
Portland, OR 97220
(503) 257-5233
Duration : September - November '82

Population: This fair was set up to serve approximately 250 gifted and talented students in Kindergarten through 6th grade, and their parents.

Problem : Due to budget cutbacks Parkrose was not able to continue the level of support for the Talented and Gifted program, but they felt that the education system needs to continue providing opportunities for development of ongoing programs, to encourage practical application of academic skills learned by its students.

Project : The Family Math Fair provided this practical application in several areas of mathematics.
It took place on one Saturday in November. Each student who was enrolled was accompanied by an adult, either a parent or a teacher.
Four workshop sessions were assigned to each 'family' in order to balance the numbers and offer variety. Activities were suited to individual student needs and abilities by separating primary and intermediate grades.
Every workshop lasted about 45 minutes, with one short break between the second and the third session.
Topics presented during the fair included:

* Building with geometry blocks
* Estimation and Graphing
* Experimental Probability
* Calculators
* Number Patterns
* Micro Computers
* Probability and Statistics
* Rubic Cubes

The afternoon was concluded with a potluck dinner.

Outcome : Math is one of the hardest areas to provide a realistic opportunity for parents to interact with their children. The Family Math Fair provided this opportunity.

STUDY OF SHAKESPEARE AND VISIT TO "SCHOOL DAYS"

Project Director : Ms.Katherine M.Mitchell
Location : Franklin School
2400 Montana Avenue
Santa Monica, CA 90403
(213) 828-2814
Duration : April - May 1985

Population: Children in the Gifted and Talented Education (GATE) Program (approximately one hundred 4th, 5th and 6th graders) and handicapped children in the Special Day Program (approximately 15-20 students) benefited from this project.

Problem : The arts should be an integral part of the educational experience of children because they provide rich opportunities for the development of communication skills, exploration of creative talents and understanding of others. Unfortunately there is little oportunity for these valuable experiences in the regular school day, and furthermore, state regulations explicitly prohibit the use of GATE funds for field trips.

Project : The Bill Geer Minigrant Award made this arts project possible.
Before the actual field trip to Theatricum Botanicum, an intensive study of Shakespeare's life and times was conducted by the classroom teachers. The children studied the play to be presented ("Twelfth Night") through reading, acting segments, learning about culture and customs of Elizabethan England.
In May the gifted and the handicapped students met together in the workshop at school with actress/teacher who introduced "Twelfth Night" to the students by having them take roles in the play and by explaining the rather involved plot. This generated much interest among the students in Shakespeare and his times. The children also had a chance to better understand the different talents and abilities of their handicapped peers.

On field trip day the students were bussed to the outdoor theatre. Fifteen students were selected to participate in the day's play.
The rest of the children got a workshop in theatrical improvisation. Groups of 4-5 children were given 10-15 minutes to develop a short skit on a topic of their choice. This was a very challenging assignment. Some groups were able to think quickly, creatively and cooperatively, while others were unable to reach an agreement.
The children also participated in non-competitive workshops such as stage fighting, sword fighting, baroque dance and singing.
After lunch the children saw the special Shakespearean production, in which their peers performed along side professional actors.

Outcome : Everybody had a wonderful day!
The parents felt that their children enjoyed and benefitted immensely from this experience.
Thanks to the preparation they received before the workshop, the children were able to follow the rather complex and often delightfully ridiculous plot.

HOLOGRAPHY IN THE CLASSROOM

Project Director : Mr.Stephen Mauritz
Location : Sweetbriar Elementary School
501 S.E.Sweetbriar Lane
Troutdale, Oregon 97060
(503) 666-9441
Duration : October - December '85

Population: Third-sixth grade students — identified as — either learning disabled or gifted and talented, took part in the program, which consisted of two sessions, each lasting four weeks.

Project : Mr.Stephen Mauritz is a fourth grade teacher in the Reynolds School District, whose specific area of interest is science, and the idea for a holography lab arose from summer employment at the Oregon Museum of Science and Industry.
Holography is both an emerging and exiting technology that promises to impact science much as the laser did before it. A hologram is a true three dimensional photograph that allows you to almost magically see into a picture with a real feeling of depth.

A substance hologram relies on the interference of light beams to create an image. Lasers, optical equipment, and even a special vibration-free table all combine to produce the final result. We can find holograms on credit cards to prevent forgeries, they are used in conjunction with laser scanning devices at supermarkets, etc. It is also emerging as an art form. Mr.Mauritz's project focused on the production of transmission and reflection holograms.

Because of the variety and types of holograms, it is virtually impossible to learn the process and then just repeat it. There is always something new to try. It therefore seems tailor-made for students who respond to creative challenges or those disabled students who need to succeed in context areas. Holography teaches an entire course in optics and light. Lasers, being an integral part of the process, are also introduced and worked with. And for the developing process, being much like regular photograhy, the entire darkroom procedure, plus technologies like chemistry and photography, have to be introduced.

Outcome : In the words of the Program Director: "The program was tremendously successful. All students took home their completed work for permanent display within their home".

Product : Holograms are made on 4x5" glass plates coated with a photographic surface ($175). This, and the chemicals needed to develop the holograms, are the major expense ($90). Additional expense is incurred to purchase optical equipment necessary to spread and split laser lights ($235).

THROUGH GIFTED EYES

Project Director : Ms.Janet Lieber
Location : P.S. 276
1070 E. 83 Street
Brooklyn, NY 11236
(212) 241-4747
Duration : September'82 - June'83

Population: Approximately 25-30 fifth and sixth grade gifted children were served.

Problem : Photography is a nice way of introducing children to science. A hands on approach fosters strategies and inquiry as well as higher level thinking skills. A major problem in the implementation of this scientific program was the lack of photographic darkroom equipment.

Project : The children actually got to know the steps involved in producing a photograph. They learned:

* about the camera lens as it relates to the human eye.
* the biology of the human eye and compared it to the way animals see.
* about various chemicals and chemical reactions that take place during the developing process of the film and the printing of the final photograph.
* the use of measurements in the mixing of chemicals as well as measuring time intervals in each step.
* to keep accurate logs and to record important information for future use.

Outcome : There was a display of the photographs at a district fair for the gifted. Information was disseminated at this fair to other teachers and districts.

DEVELOPING AND IMPLEMENTING AN INSTRUCTIONAL PROGRAM TO TEACH ORIGINAL RESEARCH SKILLS TO STUDENTS

Project Director : Ms.Lois F.Roets
Location : North Mahaska Junior and Senior High School
Highway 63 S
New Sharon, Iowa 50207
(515) 637-4187
Duration : June'82 - April'83

Population: Twenty students from the "Talent Pool" (12% of student body) in grades 7-10 were selected to attend this 10-15 hour training program.

Problem : Skills in original research are needed to understand the current society and the use of statistics.

Project : Ms.Lois Roets, coordinator/teacher for the Talented and Gifted Program, developed a program to teach research skills. TV-commercials, newspapers and textbooks were reviewed by the students to determine how much information is based on the results of research. After that the students were introduced to the basic 5-part approach to research, namely:
1) Statement of problem (hypothesis),
2) Review of known information,
3) Methods to be used,
4) Summary of findings, and
5) Interpretation of findings.
At this point the students were ready to design and conduct their own original research.

Outcome : The individual researches took a lot of time and had to be finished the next school year. The project was adopted as a permanent part of the school's talented and gifted program.

SATURDAY SEMINARS

Project Director : Ms.Marilyn T.Gates
Location : Allengy County Board of
Cooperative Educational Services
R.D.#1, Angelica Road
Belmont, NY 14813
(716) 268-5681
Duration : September'82 - May'83

Population: The Saturday Seminars were structured to serve a talent pool of 25%-35% of the students in school districts which participate in the Gifted/Talented Services provided by BOCES (Board of Cooperative Educational Services).

Problem : There was a great need for students in small rural schools to meet and work with ability peers and to explore areas of interest which are difficult to explore in the daily school routine. A county-wide program organized through BOCES would provide a vehicle to address those needs.

Project : Ms.Marilyn T.Gates, a Gifted/Talented Program Facilitator, organized the Saturday morning Seminars. A survey of students in each school's talent pool was taken, and the topics of interest which are not addressed in the local school's curricula, were determined.
The Saturday Seminars held, which were funded in part or in total with FEC Bill Geer funds, were:

1) A three session workshop in painting for students in grades 9-12.
2) A three session workshop in clay for students in grades 9-12.
3) Logic @ Game Strategy for students in grades 4-6.
4) Science Investigations for students in grades 4-6.
5) Printmaking for students in grades 9-12.
6) Beginning Microcomputer Programming for elementary and junior high students (three sessions).
7) Advanced Microcomputer Programming for junior high and high school students (two sessions).
8) How to Communicate Information without talking making slides, filmstrips, and dry-mounting photos for students in grades 5-8.
9) Papier-mache sculpture for students in grades 4-6.

Other Saturday Seminars, funded with local monies, were also held. These included Creative Dramatics, Dance for the Theater and Puppetry.
The Seminars were offered by experienced teachers and consultants from different areas, and were based on Dr.Joseph Renzulli's Revolving-Door Identification Model.

Outcome : Teachers, parents and students were very enthusiastic about the programs. Several parents of children in non-participating school districts called in to determine if their children could participate in the program!
As a result of it's success, the next year the program was made available to two County BOCES'.

[PICTURE]

GIFTED PROGRAM

Project Director : Ms.Vicki Lynne Landon
Location : Canton Jr.-Sr.High School
139 E.Main Street
Canton, Pa. 17724
(717) 673-5134
Duration : September '85 - June '86

Population: The gifted students in grades 7-12.

Problem : Each individual (in this school district) who has been identified as gifted is placed in the accelerated section along with other good academic students.

Project : Ms.Vicki Landon proposed the development of a student-based television production airing daily and weekly segments, written, researched, video-taped and presented by the participating students.
To start the project two students were send to a video camp to learn scripting and programming techniques. The students attended the seminar dealing with television production, and during this time studio technicians and writers worked with them in the actual television studio. Upon their return these two students taught what they learned to eight other students. These students then agreed to work the next semester with new students in the program.

Outcome :
* The two students attended the Edinbo Summer Academy for Gifted-Talented Creative Youth (July '85). ($396.00)
* The Project Director attended a seminar conducted at the Center For Creative Learning, Hancoxe, New York (August '85). The topic was Creative Learning and Problem Solving. ($50.00)
* Software used: ($38.95)
  - Creative Problem Solving : The Basic Course
    by Scott Isacksen and Donald Treffingen
  - Blending Gifted Education with the Total School Program.
    by Donald Treffingen.
    (Prices may be outdated)

"CITY CAMP" - AN INTRODUCTION TO BOSTON

Project Director : Ms.Gail B.Mangurian/ Ms.Nancy F.Guenther.
Location : East Jr.High School
305 River Street
Braintee, Mass. 02184
(617) 848-4000
Duration : November - December '83

Population: Twenty one gifted and talented students from sixth, seventh and eighth grades were selected.

Problem : Suburban gifted and talented students do not have opportunities in the regular school curriculum to experience the resources of an urban center.

Project : Ms.Nancy Guenther, American History teacher, and Ms.Gail Mangurian, Gifted teacher, took their students with them to Boston on 5-day trips in one week. They used Boston as a resource to promote independent learning, and to expand horizons as learners and citizens.
Activities included visiting the City Hall and various historical buildings and museums, a data retrieval activity in a cemetery, construction of maps of Blackstone Block, making data retrieval charts on ethic differences and observing and/or using of different modes of transportation (the students even toured a 747 Cargo Plane!).

Outcome : These activities provided a background of knowledge of the city, arts, ideas, discoveries and inventions that affect the ways of life in the city, and it made the students aware of the fact that the city is a place of cultural diversity. Through this project the students had a chance to enhance and refine their already existing skills in communication, observation, location of resources, information gathering and analysis. Simultaneously they developed their independent thought, their personal values and a concern for the responsibilities of themselves and others as necessary prerequisites for democratic living. All-in-all, a pleasant experience.

I'VE GOT A NAME

Project Director : Ms.Suellen Newman
Location : The Hudson School
for Gifted Children
506 Park Avenue
Hoboken, NJ 07030
(201) 659-8335
Duration : September'84 - May'85

Population: The children for this program ranged in age from 9-14 and attended the Hudson School, a school which offers an accelerated academic program and an enriched program in the creative and performing arts.

Problem : "I've Got A Name" is a program of genealogical research designed for middle school gifted children with a multi-racial, multi-national background.
The basic premise is that by researching their genealogical roots, children will gain a greater sense of self, of their peers, of family, immediate community, and the greater global community as well. This is important because the middle school can be a time for self-doubt as well as for the development of a strong sense of self-esteem.

Project : Historically, the United States prides itself in being a "melting pot" of different peoples. How we came to be here, at one school with many different backgrounds, is a fascinating study.
The course that would try to answer some of the questions lasted for twelve weeks and met once a week for an hour.
The course of the study encompassed:

1) The family: This was done by studying the difference between given names, surnames and maiden names and the historical and ethnological roots with the help of family albums, Bibles, records, letters and oral recollections.

2) The community: Each student had to acquire specific information on his birth and the historical events that happened at the time (the beginning of the family history and the ancestor chart). This involved research of records at the hospital at birth, the county courthouse and churches, and records in the local libraries and historical societies.

3) The larger community: The ancestor charts were expanded to include as many as four generations. This included searches at the National Archives in Bayonne, NJ, for census records before 1900 and immigration records; the museum at the Statue of Liberty, the Museum of the City of New York and the Schomberg Library for Black Studies were visited.

Through the Jurisdictional Approach, students learned that their community is based on ever enlarging jurisdictions that contain records of their own lives and the lives of their family members.

In conclusion the students studied the formal history of coats and arms and incorporated the various nationalities of his ancestry into his own coat of arms.

Outcome : Many different disciplines were involved: creative writing; social studies and world culture courses; history, language and art classes. The students got a lot out of it.

CAREERS, INDEPENDENT LIVING SKILLS, OR EMPLOYMENT

LOW INCIDENCE JOB TRAINING PROJECT

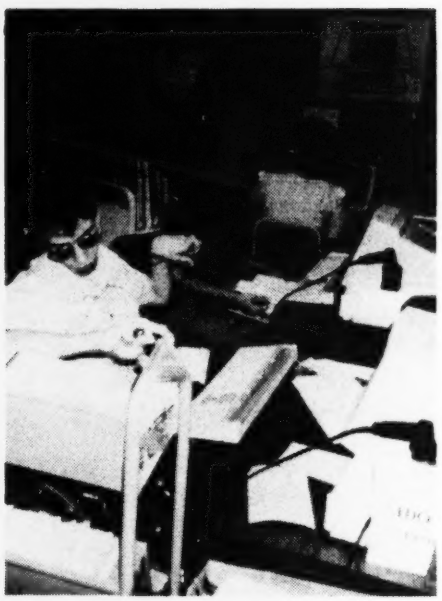
Project Director : Mr.Barry N.Webb
Location : Erie County Board of Education
2902 Columbus Avenue
Sandusky, Ohio 44870
(419) 625-6274
Duration : August - December '85

Population: Two students were chosen from orthopedically handicapped, hearing impaired, multiple handicapped and/or developmentally handicapped classrooms.

Problem : In Erie County many parents, teachers and administrators are highly skeptical of the employment potential of significantly handicapped persons. It is assumed that the severely handicapped are limited to two post-school alternatives: (1) sheltered employment, or (2) idleness and dependency at home.
Community employers are much more willing to hire handicapped students if the student trains initially as a volunteer. Ideally, the handicapped employee will be put on the payroll only if he/she demonstrates the skills and efficiency of a non-handicapped peer. However, a high school student, handicapped or non-handicapped, is more apt to demonstrate higher levels of performance if some type of hourly wage is provided.

Project : The Low Incidence Job Training Project, supervised by the Work-Study Coordinators Barry Webb and Mary Jean Balda, called for area employers to invite students to join their work force on a temporary basis,spending about 15 hours per week for a two-month period, while the performance of the students was monitored by the Program Coordinators. The salaries of the participating students were paid for by the Bill Geer Minigrant Award Fund.

Outcome : April, one of the two fortunate students to benefit from this Grant, had little work experience and was very unsure if she could handle the responsibility as a secretary/receptionist. But everything worked out very well, and her employer planned to hire her as a permanent part-time employee!



Matt did an excellent job in the library. As a result his hopes for the future are much improved.
The Low Incidence Job Training Program opened the doors to many new potential employers and supported the students to prepare for, find, and keep jobs after graduation from high school.

REDEVELOPMENT OF SOCIAL SKILLS THROUGH POSITIVE PEER GROUP PROGRAM

Project Directors : Mr.James L.Granato/ Mr.Herbert Cobb
Location : Gateway Regional High School
Egg Harbor Road
Woodbury Heights, NJ 08097
(609) 848-8200
Duration : September'82 - June'83

Population: Twenty socially handicapped students were selected on a basis of teacher recommendation, plus the staff of 100 peer group members (five for each of the 20 students selected), and all junior high school level teachers, parents and community members.

Problem : On the national level statistics reveal that one in four students leave school before finishing high school.
This program is an attempt to educate some of these students about learning to conform to our educational system before they are part of the 1983 statistical drop-out rate.

Project : Mr.James Granato, Director of Special Programs, one of which was this Disciplinary Program, started this program in September '82, and it was finished by his successor, Mr.Herbert Cobb.
The objective of the program was to accentuate the positive and to eliminate the negative by providing positive peer group experiences that characterize the direction and philosophy of the majority of students at the model school. The major emphasis was to isolate and prescribe corrective measures for each individual who had been chosen to participate in the program.
The objectives of the program were:

1. Identify any type of physical, mental, emotional, or social learning deficiency.
2. Record and interpret the specific act/acts to help identify the problem area.
3. Develop a sociogram yielding a picture of the specific needs, feelings, and perceptions of each student.

STEP 1: Meeting with program director, parent, and student to:
Define problem/ Explain program/ Encourage cooperation/ Describe alternatives.

STEP 2: Student meets with program director and several peer group members to:
Create positive environment/ Develop interests, hobbies, etc.

STEP 3: Discussion session with program director, teacher, and student to:
Develop an environment which reflects trust and concern/ Create atmosphere of positive relationship/ Set classroom expectations/ Define classroom rules.

STEP 4: Weekly review meeting between program director, peer group members, and student to:
Build on positive environment/ Add areas of interest and responsibilities/ Redirect objectives if necessary/ General talk sessions/ Evaluate progress.

STEP 5: A complete examination to:
Reveal any learning deficiencies/Construct any remedial programs necessary/ Help student and staff be aware of student's needs.

STEP 6: Appearance with entire Behavior Change Group, consisting of program director, parent, student guidance counselor, and peer group members to:
Redefine objectives/ Construct a detailed program to be followed very closely by the entire staff/ Create the type of positive environment for the student to make meaningful contributions in a school surrounding.

STEP 7: A meeting with the entire Disciplinary Group consisting of: program director, parent, student, vice-principal, guidance counselor, and peer group members to:
Outline specific program to be followed by student/ Make a final agreement to help student stay enrolled in school.

Each child recommended for the program received help from the five peer group members in the following areas (one student for each area):

1. Coordinator
2. Academic Advisor
3. Sports/hobbies
4. Classroom helper
5. Confident/Rap session

The team was in daily contact providing these services. Weekly peer group meetings plus weekly activities such as attendance at various school functions, dances, games, plays, etc. Monthly visits to museums, plays, scientific and mathematic institutes.

Outcome : 80% of the students improved their academic standing by the termination date of the project. The positive interactions during the project were both gratifying and beneficial to all the members.

PARENTS AND THEIR

HANDICAPPED CHILDREN

PASS - PARENTS AS SUPPORT SERVICES

Project Director : *Diane Rivers*
Location : *Bi-County*
Special Education Cooperative
643 Genesee Avenue
Morrison, IL 61270
(815) 772-4053
Duration : *July '85 - February '86*

Population: This project served approximately eighty (80) parents and their preschool handicapped children, who were eligible for Early Childhood Special Programs.

Problem : Parent's interaction with their handicapped children provide a critical link to the child's development. Parents are often willing and anxious to help, but are frequently at a loss to know specifically what to do.

Project : The PASS-program, developed by Ms.Diane Rivers, Bi-County Special Education Cooperative Director, wanted to do something about this problem.

* A personalized resource manual was distributed to the parents, containing:
  1) Parent's Rights and Rights of the Handicapped.
  2) Realistic Expectations/ Goal Setting/ Behavior Management.
  3) Understanding Evaluation Results.
  4) Social Security Information.
* Regularly scheduled parent-school interaction took place in the form of both home visits (to set up goals that parents can work on with their child at home) and educational group meetings (covering topics as "Understanding Your Child's Test Results", "Nutrition and Diet for Children", and more).

Some ideas that the Cooperative came up with in organizing the representations include:

* For the first meeting the teachers and parents organized a potluck dinner. After the presentation regarding Parental Rights and Responsibilities everybody enjoyed looking at the puppet show named: "Kids on the Block".
* On December 5th it was time for Christmas snacks and theme. The preschoolers also participated in bringing items for a Christmas care box, given to needy families in the area.

Outcome : Through these means the parents were provided with opportunities to increase their skill and confidence level in working with their child at home, to participate in aparent support group, and to serve as a support to their handicapped child.

Product : The PASS-Manual is not available for purchase. However, the preschool staff would be happy to communicate with those interested in the project.

ONE-TO-ONE : CHILD-PARENT PLAY RELATIONSHIPS

Project Director : Ms.Barbara Benesh
Location : Second Start
1975 Cambrianna Drive
San Jose, CA 95124
(408) 371-5881
Duration : July - December '85

Population: The target population of the pilot One-to-One Project consisted of five (5) severely learning and/of emotionally disabled 5 year old youngsters and their parents.

Problem : The students were very limited in their interpersonal skills, causing them to have numerous negative interactions with peers and adults. These negative experiences resulted in a poor self-image and a sense of isolation.

Project : The One-to-One Project, developed by Ms.Barbara Benesh, Counselor of the Second Start Program in San Jose, attacks this problem by focusing on the primary relationship by which children develop self-esteem and positive social behavior: the parent-child relationship. The project was conducted in a play-context, because this provides an ideal environment in which structured deliberate therapeutic intervention will be utilized to enrich and improve this parent-child relationship.
The model consists of three steps: diagnosing, educating and referring the target population.

* An unstructured diagnosis was done by a therapist, who observed the parent and the child doing tasks together, doing a group activity (swimming) and during unstructured free time.
* The parents were educated about what to expect of a five year old and how to play with their child (by playing games, art activities, therapeutic cooking and role playing).
* Referrals (for children who needed additional professional help) to individual or family therapy and/or special education situation, were made in personal interviews after the project meetings were completed.

Outcome : It was instructive for parents to see each other's children at play and to see their child's socialization skills in relation to other children and adults. The parents did learn how to improve their play with their children through modeling, actual experience and positive reinforcement.

P.A.C.T.- PARENTS AND CHILDREN TOGETHER

Project Director : Ms.Vicki Stayton
Location : Department of Special Education
Murray State University
Murray, KY 42071
(502) 762-2446
Duration : June'82 - July'83

Population: The parents of three to eight year old Trainable Mentally Handicapped and Severe-Profound students enrolled in the six weeks instructional summer program at Murray State University, Project PEP, were involved in this parent program.

Problem : The support services provided for parents of handicapped children in Western Kentucky are often a component of the regular school programs. But these services are not available during the summer, nor do the parents have the opportunity to discuss problems and concerns in a group setting with other parents.

Project : Project PACT: Parents and Children Together, provided the support services in conjunction with a summer instructional program for preschool handicapped children.
The Family Needs Inventory developed by Project PEEEC (Project for Early Education of Exceptional Children) was used to determine parents needs. Analysis of the needs assessment data was used to determine the topics to be discussed at the three group meetings and to develop individual parent programs for the summer. Reading materials on specific topics, like "Behavior Management" and "Community Resources", were supplied to the parents during these meetings.
Seven of the parents who brought their children to the center daily requested conferences instead of home visits, the other two parents received home visits. They got assistance with carry over of the skills learned and the attitudes developed as a result of the weekly programs.

Outcome : Some of the parents remained at the center for the total daily time and volunteered to assist in special classroom activities, e.g. equestrian program, whereas other parents observed the program from an observation booth. This provided them an opportunity to develop friendships and to share common concerns. It lead to a greater acceptance of and adjustment toward the handicap.

PARENT WORKSHOPS IN PUPPETRY TO INCREASE ORAL COMMUNICATION WITH THE CHILD

Project Director : Ms.Diana Mann
Location : Public School 13K
557 Pennsylvania Avenue
Brooklyn, NY 11207
(212) 498-3717
Duration : December'82 - May'83

Population: Sixteen parents and their learning disabled children participated in the workshops.

Problem : Learning disabled children frequently demonstrate poor visual motor perception, defects in fine motor coordination, speech and communication difficulties, disorganization, and logical sequence confusion. Parents of these students face intense problems in their ability to effectively communicate with their children. Parents need help in developing skills to assist their children in the above and at the same time provide an environment where parents can better understand their own problems and seek to actively improve them through informal discussions in a workshop.

Project : Ms.Diana Mann, Special Education Teacher, set up a workshop that taught the parents the skill needed to make puppets. They made simple folded puppets, stick puppets, jointed puppets, and finger, sock and felt puppets. The workshops provided:

a) Introduction to the use of puppets as a means of encouraging oral language.
b) How materials commonly found in the home may be used to manufacture puppets, as well as create opportunities for language use.
c) Procedures to enhance the social and emotional skill development of their handicapped child.

Story telling with the puppets by the parents was encouraged: both repeating well known stories and making up new ones.

In addition, the parents were trained to use the puppets to express feelings and emotions which cannot normally be conveyed on a parent/child basis.

Outcome : The workshop enabled the parents to discuss their feelings. They were relieved to see that they were not alone.
Some parents said that for the first time their children talked to them about things that bothered them, and visa versa.
The workshops were greatly enjoyed by the parents and they even started preparing lunches to sell to the teachers to enable the group to have extra money for supplies to extend the workshops.

HELP YOUR CHILD TALK

Project Director : Ms.Christine C.Sleight, Ph.D
Location : Radford University
Speech & Hearing Clinic
Box 5776, Radford University
Radford, VA 24142
(703) 731-5204
Duration : January 1984-85

Population: The population served were all adult caregivers whose children aged 0-18 were enrolled in the Radford University Speech and Hearing Clinic.

Problem : Many children enrolled in the Radford University Speech and Hearing Clinic may have speech and/or language problems as a result of lack of encouragement of speech and language development by poverty level caregivers. In addition, rural, isolated families often do not realize that other families have exceptional children. At the time, no structured programs existed at the Clinic to teach caregivers how to facilitate speech and language development in their children, or to let them share their feelings about their exceptional children with other caregivers.

Project : Caregivers were invited to attend 2 two-hour long group meetings. Refreshments were served to encourage attendance, and babysitting was provided by members of a social sorority on campus. The 2 two-hour programs were both presented during the summer of 1984, fall of 1984 and spring of 1985 semesters.
Ms.Christine Sleight, Assistant Professor of Communication Disorders, and two students led both workshops.

The first workshop used "Speaking Louder Than Words (Normal Speech and Language)" as it's theme. The group took a pre-test before viewing the videotape "Speaking Louder Than Words," by University Park Press. The pretest was based on questions suggested in the manual accompanying the videotape. After viewing, there was a discussion among group members, and a post-tèst. Caregivers were urged to share their questions and concerns. In addition, each caregiver was videotaped interacting with his/her child both before and after the meetings. Types of adult-child interactions were analyzed.

The second workshop had as it's theme "How Can I Get Her to Talk? (Intervention: Speech and Language Problems)." The same format was followed as during the first workshop.
It was hoped that the caregivers would carry their newly acquired knowledge over into their own interactions, which would improve their children's speech and language. In addition, younger siblings of the children enrolled in therapy will also benefit from their caregivers' improved communication skills.

The manuals for both video tapes are extensive and include suggestions for activities, discussions, readings, testing, and modifying programs.

A complete script of each videotape is included in the manuals, as are reprints of these articles:

* "Language Stimulation with Young Children" (Elardo)
* "Developing Communication Skills in the Young Child" (Rieke)
* "Language Skills in Young Children, and the Management of Common Problems" (Hart)

Outcome : Subjective reports by caregivers indicated they felt relieved to be able to air their feelings. It helped them to accept their children and their children's problems.

The videotapes were also shown to undergraduate students in communication disorders classes, graduate students in special education, and teachers of learning disabled children. In short, the message was spread even further than it had been anticipated. A total of 10 communication disorders students, both graduate and undergraduate, participated in the meetings. They gained valuable insights into working with caregivers of exceptional children.

BEHAVIORAL MANAGEMENT WORKSHOPS FOR PARENTS OF HEARING IMPAIRED CHILDREN.

Project Director : Ms.Sue Schwartz, Ph.D.
Location : Div. of Auditory Programs
Montgomery County Public Schools
390 Martins Lane
Rockville, MD 20850
(301) 762-0456
Duration : September'84 - May'85

Population: Twelve parents of hearing impaired students served in the auditory program.

Problem : Behavior management arose as a major concern of parents of hearing impaired students, and professionals working with these children. The inappropriate behavior of some of the children interfered with academic learning and became a source of frustration for their parents. It was hoped that parents would be able to learn effective verbal means of behavior management.

Project : Four workshops were scheduled with the focus on behavioral management techniques.
At the first workshop the participants were asked to choose a target area to effect a change of behavior in their child. Only four families were able to do so. It was felt that more follow up needed to be done. Perhaps working with individual parents before they leave the workshop to help them target a behavior would have solved the problems.
Behavioral management techniques ranging from behavior modification reward systems to logical consequences were shared with the parents. At each workshop, subsequent to the first, there were discussions about the success of the techniques used. Parents were asked to keep record of the targeted behavior. Close follow up was needed by the project director. The parents reported in their evaluation forms that a positive change in behavior had occurred when they used all or some of the techniques discussed. It was evident that the students whose parents made the greatest efforts to modify their behavior management techniques made the greatest changes in their learning behavior.

Outcome : It was the first attempt at such a project by the Division of Auditory Programs, and although a limited number of parents participated, the benefits to them were great.
On the question what parents would like to see done differently if this workshop would be repeated, they answered, that they would like to meet with parents of older children who have experienced some of these difficulties, more discussion, more parents involved, and meet more after the sessions.

PROJECT PASS (PARENTS ASSISTING SPEECH THERAPY)

Project Director : Ms.Cindy Sapovits
Location : Prospect Learning Center
10th & Washington Avenue
Prospect Park, PA 19076
(215) 586-3947
Duration : July'84 - June'85

Population: The Center serves children in grades K-8 who are enrolled in nine nonpublic schools. This project served 32 families of children who have been identified as having an articulation problem, and were enrolled in speech therapy an average of one time per week for 45 minutes.

Problem : Many parents of the children receiving speech therapy expressed an interest in helping their child at home to increase the time of remedial instruction, but were unsure how to help. It was, therefore, necessary to train the parents in the techniques they should apply at home.

Project : An awareness workshop for all parents was held. Information regarding the nature and cause of articulation errors, the Speech Program and the Parent Training Program were provided.
In addition the "Articulation Parent Booklet" (describing the training program, forms used in the program and home practice suggestions and activities) was distributed.
Training sessions were held during the child's speech class approximately every 6 weeks. Parents were given instruction and practice in discriminating the correct versus the error sounds by means of the following strategies:

1. Show : Parent observes as child and therapist work together on a skill.
2. Show and Tell : As therapist works with child, the procedures and goals are explained to the parent.
3. Show, Tell and Involve : Parent works directly with the child as the therapist provides descriptive reinforcement to the parent.
4. Practice : Parent and child practice the same skill without observation from the therapist.
5. Follow up : Parent continues practice at home with the child. The note book and/or telephone calls are used to communicate success of home practice between training sessions. Weekly home practice assignments are given to the child.

Materials and literature were purchased to establish a parent library for use at home, and an annotated bibliography was distributed.

Outcome : Parents responded very enthusiastically. Attendance at the awareness workshop was excellent, and the materials and literature were very helpful for the therapy sessions and the home practice. This increase in the quality and quantity of instruction should lead to greater progress. With faster progress for each child, a greater number of children in need of speech therapy will be served.

"WHO SAYS PARENTING DOESN'T PAY?"

Project Director : Ms.Bonnie Bliss-Camara
Location : Eastern Illinois Area of Special Education 112 N. 22nd Mattoon, IL 61938 (217) 235-0551
Duration : October - November '84

Population: The group consisted of parents and guardians of junior high and high school students enrolled in the self-contained program for behavior disordered students at the Treatment and Learning Center (TLC). Eight parents completed the entire course.

Problem : In the past, staff had seen a direct correlation between parent involvement and students' progress. Parent participation seemed to help motivate students to do well and therefore return to regular education sooner.
A program was needed to improve family communication and teach parents more effective means of interacting with their adolescent and disciplining their teen. Because of the travel expenses, parents could not successfully attend any type of parent training or sharing sessions despite varied attempts at programs and content.

Project : This project found a way to get around this problem. There was one group composed of 8 families who met for five weeks; one night each week for two hours. Concurrent with the parent groups, their children attended two one-hour sessions for 5 weeks during school hours.
The project was set up with the help of the "STEP/TEEN : Systematic Training for Effective Parenting of Teens" kit.
Some of the issues both parents and students worked on, were:

1. Understand a practical theory of human behavior that can be applied to parent-teen relationships.
2. Understand emotions of both teens and parents.
3. Encourage teens more effectively.
4. Improve communication between parents and teens so that all feel they are being heard and understood.
5. Develop skills for listening, resolving conflicts, and exploring alternatives.
6. Learn to prevent discipline problems.
7. Learn to use natural and logical consequences as methods of corrective discipline.
8. Conduct effective family meetings.
9. Prevent and resolve challenging problems.
10. Become aware of how building own self-esteem, developing the courage to be imperfect, and being responsible for their own actions can help parents improve.

The last session, which was a graduation ceremony, brought the families together to receive the certificates and money awards: students received $5 checks and parents received $25 checks if they attended all sessions. Everyone shared their ideas for family activities, which they would use the money for.

Outcome : The "Who Says Parenting Doesn't Pay?" program was the most successful program the Treatment and Learning Center had ever conducted. Parents were actually using new strategies with their teens and feeling more confident as parents.
Because of the program's success, the materials were presented to the local community college and they made STEP/TEEN an evening, one-credit course to be offered to everyone in their boundaries.

PARENT WORKSHOP PROJECTS

FOSTERING POSITIVE PARENT-CHILD COMMUNICATION

Project Director : Ms. Barbara A. Burns
Location : Hawley School
Church Hill Rd.
Newton, CT 06470
(203) 426-5629
Duration : July - August '82

Population: The workshops were provided for the parents of preschool children who were involved in the early intervention program.

Problem : There was a need for further parent training sessions in conjunction with the preschool program.
Ms. Barbara Burns, Special Education Teacher in the preschool program of Hawley School, was concerned with helping parents relate more effectively to their children by increasing their general knowledge of children and their specific knowledge regarding effective child-parent relationships.

Project : A series of four workshops were held. A needs assessment resulted in the following topics:
1) Understanding more about your child's behavior and about your behavior as a parent.
2) Improving communication between yourself and your child.
3) Winning your child's cooperation.
4) Making decisions to Act — not React.

Each workshop included not only presentation of information but also small group discussions of the ideas and principles presented.
The leader's role was primarily as a facilitator in the discussions rather than as the expert. The parents involved came to trust each other, to respect each other's opinions and to offer each other support and friendship.
The sessions focused on specific techniques to facilitate positive parent-child dynamics. A message of confidence in the capabilities of parents was a common theme. The new techniques were tried experimentally at home. Parents became increasingly aware of their ability and responsibility to positively influence the development of their children.

[NOTE: Workshop activities were modified versions of those found in the STEP Program - Systematic Training for Effective Parenting]

Outcome : The responses of the participating parents were overwhelmingly positive. It has resulted in plans to offer an expanded series of workshops in the following year.

EARLY INTERVENTION PROGRAM

Project Director : Ms.Patricia A.R.Laverdure
Location : Memorial Hospital
8 Prospect
Nashua, N.H. 03061
(603) 883-5521
Duration : July - December '85

Population: Parents of handicapped children between the ages of Ø-6, who reside in New Hampshire, were served by this transition workbook project.

Problem : For parents of children below 2 years of age accurate diagnosis and accessing services are very important. As children approach 3-6 years, parental needs focus more frequently on locating and making use of educational programs.
Particularly important is determining the most appropriate placement and helping the parents through the decision making process.

Project : Ms.Patricia Laverdure, a Pediatric Occupational Therapist at the Early Intervention Program of the Memorial Hospital, formed an Interagency Transaction Committee to delineate a formal referral and transition process and to decrease the fragmentation in service provision and to develop a Parent Workbook to provide support/ education as the parent moves through the decision making transition process with their handicapped child.
The Transition Workbook for Parents was titled:
" ALMOST THREE :
A PATCHWORK PLAN TO HELP WITH THE TRANSITION "

Outcome : The project has been an overwhelming success. At the outset of project activities, the project was publicized locally by Nashua Memorial Hospital, which resulted in widespread interest to replicate the model project, from individual special needs programs to state level agencies.

Booklet : ALMOST THREE has been designed to help parents move step by step through the process of referral, entry and placement of a child in a special needs program. It includes:

* review of each step in the transition process.
* worksheets for recording progress through the transition.
* information on preparing for the I.E.P.-meeting and developing educational goals.
* bibliography and glossary terms.

ALMOST THREE has been copy-righted by Nashua Memorial Hospital. It is available for purchase at the price of $2.50 per copy (price includes printing, shipping and handling).
Mail with check, money order or official agency purchase to:

NASHUA MEMORIAL HOSPITAL
Early Intervention Program
P.O.Box 2014
8 Prospect Street
Nashua, NH 03061

LIVING ROOM WORKSHOP

Project Director : Ms.Bonnie B.Wootten
Location : Georgia Association for Retarded Citizens
1851 Ram Runway, Suite 104
College Park, GA 30337
(404) 761-3150
Duration : November'82 - March'83

Population: The workshops were designed to serve parents of physically and mentally handicapped children from ages 0-18, who live in small towns or rural areas. 54 parents participated.

Problem : Parents of handicapped children have extensive demands on their time, energy, finances and emotional supports. They often become isolated because of lack of time and/or resources which would allow them to maintain contact with other parents and the community. Parents in rural areas also have geographical restrictions and often lack access to workshops, organized parent groups, parent training and support to overcome their isolation.

Project : The workshops helped parents locate and establish contact with each other, and organize and facilitate informal meetings.
GARC (the Georgia Association for Retarded Citizens) provided materials at these meetings on educational rights, various resources, and methods to encourage continuing parent involvement. The Association also helped in establishing local parent networks to seek out and support other parents in the community.
The five areas chosen for these workshops were selected on the basis of geographical isolation, a small population, and a lack of other workshops available to parents in that specific location.
One set of parents in each area was selected to host the workshop in their home one evening, and a parent and a professional served each meeting to answer questions and to provide information.

Outcome : The workshops have been a huge success. Parents have been very excited to get together and have particularly enjoyed the fact that the workshops were held in the evenings for those parents who work in the daytime. Phone numbers and addresses were exchanged and parents often became a part of local education committees or advocacy groups after the meeting was held. Parents were contacted regularly by phone or mail to determine needs and to encourage them to enlarge their local networks.

MEETING THE CHALLENGE

Project Director : Mr.Don Bosch
Location : Services for the Blind
2247 Western Avenue
Knoxville, TN 37921
(615) 546-5114
Duration : October 29th 1982

Population: Parents and teachers of visually handicapped children and other interested persons were invited to attend the one day resource workshop. There were 63 participants.

Problem : There seemed to be a lack of knowledge on the part of parents and teachers of visually handicapped persons concerning resources available in East Tennessee.

Project : Mr.Don Bosch, Regional Supervisor of the Services for the Blind (Department of Human Services), organized this workshop to meet the needs.
It's primary goal was to acquaint the targeted population with existing regional resources available to visually impaired children, and to:

1) Give information about the special problems and needs of the children:
   a. utilizing mobility training which may be beneficial for some students.
   b. planning appropriate physical education activities for visually handicapped children.
   c. incorporating effective teaching techniques into pre-existing curriculum.
   d. dealing with the psychological impact of blindness on children.
2) Show alternative approaches to education for visually impaired children:
   a. the roles of Tennessee School for the Blind in the educational plan of the children.
   b. mainstreaming children into local educational systems.
   c. the role of the rehabilitation center and resource teacher in augmenting existing educational programs.
3) Inform this population of specialized equipment and services which have been developed to help meet the needs of visually handicapped children:
   a. what a low vision exam is, and when it may be applicable for a child.
   b. what visual aids, appliances, and educational tools are available, and from what resources.

c. information regarding vocational rehabilitation's role in providing future services for these children.

Outcome : The participants of the workshop expressed great satisfaction: "This type of work shop had been needed for a long time."

HANDICAPPED FILM FESTIVAL

Project Director : Ms.Susan Grant
Location : United Cerebral Palsy of Cumberland County, Inc. 10th. and Vine Streets Millville, NJ 08332 (609) 825-5840
Duration : September - October '82

Population: The families of handicapped children, including their siblings or even the handicapped children themselves, formed the target population. 150 people attended.

Problem : Families of handicapped children in Cumberland County experience typical rural isolation, and have relatively few resources available in their communities.

Project : Ms.Susan Grant, Executive Director, set up a Film Festival, which was held in a major motel that was accessible and centrally located.
The goals for the Film Festival were:
a. Share positive and constructive information on specific handicaps with families of special children.
b. Increase appropriate expectations of handicapped children within their families.
c. Increase family management skills for specific handicaps.
d. Increase parental awareness of and ability to constructively to societal attitudes towards handicaps.
e. Bring families of handicapped children together in a positive and high quality event.
f. Introduce families of handicapped children to resources and agencies available.

Outcome : The Film Festival on Handicaps was judged to be a modest success. It was decided to repeat the Festival the following year.

A HELPING HAND

Project Director : Ms.Gloria Scammahorn
Location : Occupational Therapy Department
2316 East Meyer Blvd.
Kansas City, MO 64132
(816) 276-4147
Duration : August'82 - December'83

Population: This project was designed to develop a model workshop for 10 to 12 sets of parents and their children, to be held in the Research Medical Center's Occupational Therapy Department. Due to a lack of interest the project had to be reorganized.
The project design was changed to an in-home workshop. The therapist visited three families at their home. The meeting at the home followed the basic outline in the workshop series. Parents were receptive to this kind of meeting and it allowed the therapist to work closely with the parents.

Problem : Parents of high risk infants often feel a need for help in overcoming personal and familiar barriers which develop when their child is in an intensive care nursery at birth.
These feelings may also remain long after the child has come home. Parents may have questions or concern, but may not know where to turn for assistance.

Project : Ms.Gloria Scammahorn, Clinical Coordinator of Pediatrics at Research Medical Center, worked on the following goals:

1) Parents of high risk infants will demonstrate an increased bonding.

The parents were observed to see their interaction with their child. Activities as well as a question-answer period were utilized to help the parents feel comfortable in their new role.
Observation and the completion of "Mother-Child Relationship Evaluation" were used to look at the mother-child relationship.

2) Parents of high risk infants will demonstrate an increased knowledge of normal growth and development.

Information sheets about developmental milestones and activities to enhance these milestones were reviewed with the parents and actual practice was encouraged.

3) Parents of high risk infants will be aware of the resources that are available for special needs.

Parent workshops, financial resources and reading materials were brought to the attention. The families seemed especially interested in parent support groups and reading materials.

Outcome : Though there are many support groups, financial resources, etc., parents do not seem to be provided this information so they can use it.
One may feel this could be done before the infant went home, but the anxiety of having the child home may be overbearing and it may be never utilized. Visiting after the child has been home a while, allows both parent and child to adjust and then handle information.

WORKSHOPS FOR FATHERS OF HANDICAPPED YOUNG CHILDREN

Project Director : Ms.Rebecca R.Fewell, Ph.D.
Location : Experimental Education Unit WJ-10
Child Development &
& Mental Retardation Center
University of Washington
Seattle, WA 98195
(206) 543-4011
Duration : November'82 - April'83

Population: Twenty fathers of handicapped children in the greater Seattle area attended the two workshops that were offered.

Problem : Unlike mothers of handicapped children who often have more opportunities to meet each other through their involvement in their child's educational program, visits to doctors, and more frequent daytime opportunities for parent involvement, fathers of handicapped children have fewer opportunities to share their experiences with other fathers. Fathers are often isolated and have a need for specific information relating to their child's handicap.

Project : For those fathers, who were not able to, or who did not wish to participate in a regular program like SEFAM (Supporting Extended Family Members; a bimonthly program offered at the University of Washington), yet who would like to meet with other men in their situation, to share their experiences, and to obtain specific information about their child's development, education, legal rights, etc.,Dr.Rebecca Fewell, Associate Professor of Special Education at the University of Washington, organized two workshops. Initial feedback from the fathers contacted indicated that their concerns were quite different from those of their wives. Fathers tend to want information that is instrumental in nature and relates to their child's future needs; like information about legal problems and solutions, about effective political action for parents of the handicapped, about effective discipline strategies or about medical issues.

Although the organizers initially intended to address in each workshop 3-4 common concerns and to invite guest speakers to cover topics which the staff was not qualified to address, it was decided to change this since discussion with the fathers in the target groups indicated that the basic need was to talk to other fathers. The fathers introduced themselves, shared the events surrounding their child's birth and developed an agenda for discussion based on their most immediate concerns.

Outcome : In spite of the informal set up of the workshops, it satisfied a basic need on the part of the fathers of handicapped children and certainly served its purpose.

WORKING IT OUT TOGETHER

Project Director : Ms.Helene Manas
Location : Public School 192K
4715 18th Avenue,
Brooklyn, NY 11204
(212) 853-1153
Duration : October'82 - March'83

Population: There were thirty (30) Autistic children whose families were invited to participate in the project as designed.

Problem : There were no programs for the families of the Autistic children in Brooklyn which teach them how to be involved in recreational activities. Since there were no recreation programs for these children the responsibility for recreation lies with the families of these children. The majority of these children have not developed social and leisure-time skills. Most of them are not actively played with by siblings or parents. The families don't know how to play with their special child and therefore there is a need to teach the families how to play games and leisure-time activities with their special child.
The family would see that their lives can be enriched and that through sharing in play they can find added strength, pride, confidence and delight. The autistic child would feel more a part of the family.

Project : Ms.Manas, Adaptive Physical Education Teacher for Adolescent Autistic Children, conducted a series of six workshops at approximately one month intervals:
1) Introduction and parents shared experiences
2) Recreational activities using balls
3) Movement and dance
4) Team sports
5) Board games
6) Outdoor activities
Homework: a chart was given to each child's family and for every hour the child and his/her family spend together a box was crossed off. After 25 hours of play were completed a tangible reward was given to the child and a Certificate of Achievement was given to the family.

Outcome :
The parents and siblings saw what their special child could do at the workshop and were usually pleasantly surprised. The parents seemed more confident in their ability to work with the child.

EXTENDED LEARNING PROJECT

Project Director : Ms.Suzanne Godshall
Location : Extended Learning Program
Portal Teacher Center
10300 Blaney Avenue
Cupertino, CA 9014
(408) 252-2757
Duration : July'84 - June'85

Population: The Exploration Center serves students from all schools in the district. Students are transported to the center for one-half day sessions for eleven weeks during the year.
The project focused on developing and using special learning materials for all second and third grade G.A.T.E.(Gifted and Talented Education Program) students in the elementary schools in Cupertino Union School district.
The second target population for the project was a group of 34 parent volunteers.

Problem : The children who attend the sessions at the center need a more continuous program and support at their home site to extend and reinforce the learning which begins at the Exploration Center.
Regular primary classroom teachers have little time to develop special activities for the gifted students because they have more students needing basic academic support.
Parents have volunteered to work with gifted students at the home school, but lack training and specific materials that link to lessons taught at the Center.

Project : Twenty lesson packets of student group activities to extend the use of higher level thinking and problem solving skills introduced at the Center, were developed by the project director and two G.A.T.E. resource teachers during summer and early fall, 1984.
The parent volunteers were trained by the Center staff as group leaders in a one-day workshop to use the developed lesson packets in the schools. Follow up was provided during the implementation of the lessons at eight schools.
The Primary Extension Project (P.E.P) was used in the spring with G.A.T.E. students at eight schools.

Outcome : The benefits of the project were a site level follow-up for students who have less time at the center than students in previous years, because of budget cuts. However, with the site assistance, these students had the comparable amounts of G.A.T.E. activities.
Parent aides gained skills in working with gifted children and became rich resources for the entire district. Classroom teachers gained trained parent aides to work with the E.L.P. (Extended Learning Program) students.
Once established, the program doesn't require grant funds to continue. Materials are provided to each site and parent volunteers will be available. The district will provide any follow-up training needed in succeeding years.
The number of schools and students served was expanded.

TOTAL COMMUNICATION : A PARENT WORKSHOP

Project Director : Mr. Thomas Staebell
Location : Genesee-Wyoming BOCES
8250 State St. Road
Batavia, NY 14020
(716) 343-1400
Duration : September'83 - May'84

Population: The population consisted of 15 parents of developmentally disabled children ranging in ages from 3-21 years; diagnosed as being mentally retarded, hearing impaired and severely speech and language impaired.

Problem : A major determinant in placing a child in a signing program is parental knowledge and support of the program. Parents need regular sessions to learn and observe both the teacher and the child as they interact through the use of manual signs. At the time, the training consisted of notifying parents of the vocabulary to be trained with corresponding pictures of the sign sent home. This led often to confusion and frustration both for the parent and teacher.

Project : Signing manuals of the core vocabulary were developed by participants over the 13 week course.
The signing vocabulary was taught using methods of direct instruction. This method is very formal and requires immediate verbal and/or signing responses from the participants.
When specific vocabulary for a session was trained, participants were required to apply newly learned signs in small group activities.
Participants also worked in large groups participating in game oriented activities, which fostered motivation and competition among group members.
Tangible reinforcers such as sign related books, games, and posters were given if the participants performed well.
Small groups role played activities that occur at home in which multi-word directions are used.
A problem solving approach was used in order for parents to develop a support group. Parents identified problems encountered using sign within the family unit. Each small group was given a problem and tried to find solutions to the problem. The group then identified how a support group can facilitate the solution of problems that arise. A parent support group was instituted for continuing support after the in-service was terminated.

Outcome : Parents became better aware of their child's present level of language functioning .
Parents learned vocabulary their children were working on in school, so the signs could be generalized from the school setting to the home setting.
The parents enjoyed the comradeship of the group, and did not feel so isolated anymore.

REACHING OUT WITH STUDENT VOLUNTEERS

Project Director : *Ms.Delores W.Harris*
Location : *Northside Independent School District*
Special Education Department
5900 Evers Road
San Antonio, Texas 78238
(512) 647-2270
Duration : *June'84 - July'85*

Population: The volunteer group consisted of approximately 95 students, ages 12-18 enrolled in NISD.
The program trained students volunteers to work with all levels and ages of handicapped children enrolled in NISD.

Problem : Over the years there had been a small number of student volunteers for the summer special education school. The special students responded well to them. In fact the summer school evaluation report indicated that the number of student volunteers should be increased and inservice training be expanded to include "signing".
These same trained students would also be available for babysitting handicapped students. Parents are often at loss when they try to locate babysitters who are trained to cope with their child's needs.

Project : The program trained student volunteers to work with all levels and ages of handicapped children enrolled in NISD. The volunteers served as teacher aides in the summer and regular school programs, assistants for parents programs, counselors for weekend outings/ field trips, and caretakers for respite care.
To be able to do all this the volunteers needed to:

* Become proficient in basic sign language skills.
(A two week sign language class was taught by a teacher of the auditorally handicapped)
* Acquire basic techniques and skills as assistants in academic and non-academic settings.
(The volunteers spent one week in the classroom setting with a certified teacher, inclusive 2 day training for field trips and camp outs)
* Learn appropriate methods and basic terminology for assisting with related services, i.e. occupational, physical, speech and music therapies, adaptive physical education and orientation and mobility techniques.
(One week training session by therapists including on the job training sessions)

* Be able to carry out prescribed home programs for the handicapped.
  (Training was done as needed for individual handicapped students)
* Be able to provide respite care and babysitting services for parents of the handicapped.
  (Announcements and fliers for these services were sent to parents of handicapped students in the program)

Outcome : The response to the program has been outstanding. The program was planned originally for 65 volunteers, but they ended up with 95 volunteers. Parents of the student volunteers were enthusiastic and positive about the program. Attendance for the training sessions ranged from 40-65 students. All participants actively interacted in the training sessions.
The community as a whole expressed interest in the program and there was newspaper and TV coverage. The Board of Trustees of Northside ISD recognized the program as outstanding.
Parents of special education students utilized the babysitting service more than was expected. A large number of parents even requested tutoring services from the volunteers.
The program will be continued in the years to come because of the positive benefits it has provided the special education students, parents and participants.

EDUCATIONAL TECHNOLOGY

ACTIVE STIMULATION PROGRAM FOR SEVERELY AND PROFOUNDLY RETARDED CHILDREN

Project Director : Ms.Mary Losoncy
Location : Developmental Center
500 S.Denver
Tulsa, OK 74103
(918) 832-9607
Duration : September'82 - June'83

Population: Twenty three severely and profoundly mentally handicapped children, ages birth through twenty one, who are also physically handicapped, were served.

Problem : One of the difficulties in teaching physically involved children who are also severely and profoundly mentally handicapped is finding reinforcers and access systems which will motivate them to exert some control over their environment.

Project : Mr.Edmund Zuromski, Project Director for Active Stimulation, was brought to the Developmental Center to train staff in the assessment and implementation of Active Stimulation. Two days were spent on "on site" visits. The third day was a training day for all staff.
The three components necessary in implementing the techniques of an active stimulation program with a profoundly retarded, multi-handicapped child are:

1. to provide a device to the individual which in effect puts him/her in contact with the environment and facilitates control over that environment.
2. to provide adaptive equipment, such as touch-sensitive panels and other varied switches which can be used to program certain environmental events.
3. to arrange environmental events, such as parent's voices, music and movies over which control can be exerted.

When the child makes the desired movement and a satisfactory event follows, s/he will repeat the movement in order to produce the event again. This is a particularly useful technique with severely handicapped children with whom tangible reinforcers are not useful due to drinking or feeding problems and severe motor involvement.
With the help of this background information, the teachers and therapists at the Carnegie Site set up their project. They made use of the assessment, curriculum index and data sheet included in the booklet "Active Stimulation Program".

Outcome : The outcome of the project surpassed the expectations of the professionals involved. Twenty one children had cause and effect for at least one reinforcer. Most children were using a variety of switches and reinforcers. Active Stimulation became an essential component of the programming at the Developmental Center.

Product : The booklet "Active Stimulation Program" was presented by Edmund S.Zuromski, Ph.D., Executive Director of the Educational Technology Center Inc., Foster, Rhode Island 02825..

PROJECT REACH
(RECONSTRUCTIVE EQUIPMENT ADAPTATIONS FOR CHILDREN)

Project Director : Mr.Michael F.Giangreco
Location : Tompkins-Seneca-Tioga BOCES
555 Warren Road
Ithaca, NY 14850
(607) 257-1551
Duration : July'84 - June'85

Population: The project was designed to serve children with physical and/or mental handicaps from birth through age twenty one in four county areas of Central New York State, as well as their families, other caregivers, teachers, and therapists.

Problem : A portion of children with motor disabilities experience little appropriate control within their daily environments due to physical handicaps which interfere with their abilities to independently manipulate objects, communicate, be mobile, and engage in routine activities of daily living. Inexpensive, easy to build miniaturized switches and other common electrical equipment can be used to provide a measure of environmental control. Many children with physical handicaps do not have access to such equipment because many parents, teachers, and therapists do not have access to information, materials, and tools necessary to adapt switches, toys and other devices for their children.

Project : In order to meet the need for written information, the Project Director developed and disseminated the manual "Basic Environmental Control Devices for Persons with Severe Multiple Handicapping Conditions". In it we can find described how to assemble miniatured switches and adapt battery-operated and electrical devices; how to select the appropriate equipment; how to design and construct individualized mounting systems for the equipment; how the equipment can be used to encourage social interactions, physical development, cognitive development, and partial participation in a variety of daily skills.
Five workshops were given regarding the contents of the manual; some on a beginners level and others on a more advanced level.
A tool kit containing all necessary tools for the building of and the maintaining of the equipment was purchased and made available through SETRC (Special Education Training and Resource Center) on a loaner basis. It was also made possible to loan several switches and adapted electrical devices.

Outcome : The manual has many applications beyond the REACH Project.

Product : The manual "Basic Environmental Control Devices for Persons with Severe Multiple Handicapping Conditions by Michael F. Giangreco, can be ordered from:
The National Clearinghouse of Rehabilitation
Training Materials,
115 Old USDA Building,
Oklahoma State University,
Stillwater, Oklahoma 74078.
The price is $4.50 + $1.00 for postage and handling.

THE FOUNDATION FOR EXCEPTIONAL CHILDREN
1920 Association Drive • Reston, Virginia 22091 • (703) 620-3660